

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**  
**GRADE A TEACHER CERTIFICATE EXAMINATION**  
**ENGLISH LANGUAGE LEARNING ACTIVITIES**

**691**

**Time: 3 Hours**

**ANSWERS**

**Year: 2021**

**Instructions**

1. This paper consists of section A and B.
2. Answer all questions.

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1. Briefly describe the following terms:

(a) Language

(b) Foreign language

(c) Language development

(d) Language acquisition

(a) Language

Language is a structured system of communication that uses sounds, words, and grammar to convey meaning and thoughts. It allows individuals to express ideas, emotions, and information, such as a child saying “I want water.”

(b) Foreign language

A foreign language is a language not native to a person’s country or culture, learned as a second or additional language, like English being taught in Tanzania where Swahili is predominant.

(c) Language development

Language development is the process by which children acquire the ability to understand and use language, progressing from babbling to forming complex sentences, influenced by environment and interaction.

(d) Language acquisition

Language acquisition refers to the natural process by which children learn a language subconsciously through exposure and imitation, such as picking up Swahili from family without formal lessons.

2. Briefly explain four problems facing pre-primary teachers in Tanzania when teaching English language.

One problem is limited proficiency in English among teachers. Many pre-primary teachers may struggle with English fluency, hindering their ability to teach it effectively to young learners.

Another problem is inadequate teaching resources. The lack of textbooks, charts, or audio aids in many Tanzanian pre-primary schools makes English instruction challenging.

A third problem is multilingual interference. Children speaking local languages like Swahili or tribal dialects may mix them with English, causing confusion during lessons.

Lastly, large class sizes pose a challenge. With many pupils, individual attention to improve English skills becomes difficult, reducing teaching effectiveness.

3. Outline four criteria for selecting appropriate teaching aids to be used in an English Language lesson.

One criterion is relevance to the lesson. Teaching aids should align with objectives, such as using picture cards for vocabulary on animals.

Another criterion is age-appropriateness. Aids must suit pre-primary children, like large, colorful flashcards that are easy to understand.

Durability is a key criterion. Materials should withstand frequent use, such as laminated charts, ensuring long-term usability.

Lastly, accessibility and cost-effectiveness should be considered. Aids like reusable whiteboards are practical and affordable for schools with limited budgets.

#### 4. Identify four early writing activities which children are involved in.

One activity is tracing letters. Children trace shapes or alphabets like “A” on worksheets to develop hand control.

Another activity is drawing shapes. They draw circles or lines, building the foundation for letter formation.

Scribbling freely is an early activity. Children use crayons to make random marks, expressing creativity and motor skills.

Lastly, copying simple words. They copy words like “cat” from a board, practicing letter recognition and writing.

#### 5. Outline four skills which are necessary before the child is ready to read.

One skill is letter recognition. Children must identify letters like “B” and associate them with sounds before reading.

Another skill is phonological awareness. Recognizing rhymes and sounds, such as “cat” and “hat,” prepares them for decoding words.

Vocabulary development is essential. Knowing words like “dog” or “run” helps children understand text meaning.

Lastly, listening comprehension. Understanding spoken stories enhances their ability to follow written narratives.

#### 6. Name four ways of teaching syllables to pre-school children.

One way is clapping hands. Children clap for each syllable in words like “ap-ple” to feel the rhythm.

Another way is using blocks. They stack blocks per syllable, such as two for “ba-by,” to visualize division.

Singing songs is effective. Songs with clear syllables, like “Twinkle, twinkle,” help them hear and repeat.

Lastly, breaking words orally. The teacher says “ta-ble” slowly, encouraging children to mimic the split.

7. Briefly describe four strategies that a teacher may use in a class to help children to listen and respond.

One strategy is using storytelling. The teacher narrates a tale, pausing to ask questions like “What happened next?” to encourage responses.

Another strategy is interactive games. Activities like “Simon Says” prompt children to listen and act, enhancing responsiveness.

Visual cues are helpful. Showing pictures while speaking, like a cat image with “meow,” aids listening and response.

Lastly, group discussions. Encouraging children to share ideas on a topic fosters active listening and verbal participation.

8. Differentiate listening from hearing.

Listening is an active process. It involves understanding and interpreting sounds, such as a child grasping a teacher’s instructions on writing.

Hearing is a passive process. It is the physical ability to perceive sound, like a child hearing background noise without focusing.

Listening requires attention. A child must concentrate to respond to a story, unlike hearing, which happens automatically.

Lastly, listening involves comprehension. It includes processing meaning, while hearing only detects sound without understanding.

9. Briefly elaborate four factors to be considered for effective listening.

One factor is a quiet environment. A classroom free from noise helps children focus on the teacher’s voice.

Another factor is attention span. Ensuring short, engaging sessions suits young learners’ concentration levels.

Clear speech is essential. The teacher’s pronunciation, like saying “book” clearly, aids comprehension.

Lastly, motivation matters. Encouraging interest, such as with a fun story, keeps children eager to listen.

10. Briefly analyse four factors that affect language development to children in their early years of learning.

One factor is parental interaction. Regular conversation at home, like naming objects, boosts language growth.

Another factor is exposure to language. Hearing diverse words in school or media enriches vocabulary.

Social environment influences development. Playing with peers encourages speaking and listening skills.

Lastly, health conditions, like hearing impairments, can hinder language acquisition if untreated.

11. In five points, explain the importance of identifying a child's English language ability at entry to pre-primary school.

Identifying a child's English ability helps tailor lessons. Knowing their starting level, like basic word recognition, allows customized teaching.

It supports early intervention. Spotting delays, such as poor pronunciation, enables timely support to prevent setbacks.

It informs resource allocation. Understanding needs, like more speaking practice, guides aid selection.

It boosts confidence. Recognizing strengths, like vocabulary knowledge, encourages participation.

Lastly, it tracks progress. Baseline assessment helps monitor growth in English skills over time.

12. Elaborate five indicators which show that a child has developed speaking skills.

One indicator is clear articulation. A child pronounces words like "apple" distinctly, showing speech development.

Another is varied vocabulary. Using words like "happy" or "run" in sentences reflects language growth.

Confidence in speaking is a sign. A child speaks freely during class without hesitation.

Coherent sentences show skill. Forming sentences like "I like to play" indicates grammatical progress.

Lastly, active participation. Responding to questions or initiating talk demonstrates speaking ability.

13. By using five points, analyse the importance of teaching reading letters to children.

Teaching reading letters builds letter recognition. Children learn to identify "A" or "B," forming the basis for word reading.

It enhances phonemic awareness. Understanding sounds of letters, like "m" in "mat," aids decoding skills.

It supports vocabulary growth. Recognizing letters in words like "cat" expands word knowledge.

It fosters independence. Mastering letters allows children to read simple texts alone.

Lastly, it prepares for literacy. Letter reading is a foundation for advanced reading and writing skills.

14. In five points, evaluate the importance of preparing a lesson plan.

A lesson plan ensures clear objectives. It defines goals, like teaching “colors,” guiding the teaching process.

It promotes organization. A structured plan with steps, such as introduction and activity, saves time.

It supports effective teaching. Prepared materials, like flashcards, enhance lesson delivery.

It allows flexibility. Anticipating challenges, like slow learners, helps adjust activities.

Lastly, it aids assessment. Planned outcomes, like vocabulary tests, enable progress evaluation.

15. Describe any five techniques that a teacher may use to assess each child’s ability to pronounce letters and words.

One technique is listening to oral reading. The teacher listens as a child reads “dog,” noting pronunciation accuracy.

Another is word repetition tasks. Asking a child to repeat “cat” multiple times assesses consistency.

Recording speech is effective. Recording a child saying “book” allows review of pronunciation errors.

Picture naming helps. The teacher shows a picture of a “sun” and evaluates the child’s pronunciation.

Lastly, peer comparison. Observing a child pronounce “apple” alongside peers highlights relative ability.

16. Explain five strategies that a teacher may use to encourage English language speaking to young children.

One strategy is role-playing. Children act as shopkeepers, practicing phrases like “How much?” to build confidence.

Another is singing songs. Songs like “Old MacDonald” encourage repetitive English words and phrases.

Storytelling sessions motivate. Telling a story and asking children to add lines fosters speaking.

Using rewards works. Praising or giving stickers for speaking English, like “good job,” encourages effort.

Lastly, group games. Activities like “I Spy” with English words promote interactive speaking.